Appendices

Geriatric Enrichment in Social Work Education

Staff

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Indicators of Successful Proposals

A. Indicators of Success

Does the applicant program:

1. Present a vision ensuring that, **over time, the majority of students will be engaged in gerontological learning opportunities** (e.g., specialization, electives, or specialized courses will not ensure gerontological pervasiveness; changes in the foundation or cross-cutting courses will).

2. Propose changes that are **innovative/"out of the box"**? (Innovation is a matter of reviewer judgment, but a traditional model of adding a lecture or session about aging to a course is not considered innovative in itself).

3. Demonstrate **the potential for and the feasibility of an increase in age-enriched learning experiences** in program (e.g., faculty leadership, resources, dean or director's support)?

4. Describe, in preliminary terms, **how program looks now and how it will look after funding**

   ■ Describe current gerontology courses, practicum experiences and other related courses within the program?

   ■ If not currently offering gerontology courses, describe where content could be infused/integrated?

   ■ Identify the number of students currently participating in gerontological learning experiences and project the increase in number of students and quality of their learning experiences by the end of year 3?

5. Articulate what the program hopes **students will learn** (e.g., relevant geriatric competencies developed by SAGE-SW, other social work competencies)?

6. Identify ways to **attract and maintain students' engagement** in gerontological learning experiences (e.g., student stipends, awards, travel funds, etc.)?

7. **Delineate the process of change**, including assessment and constituency-building?

   ■ Address the availability or lack of resources and/or the need to develop them?

   ■ Acknowledge strengths, weaknesses, barriers, and challenges inherent in curriculum change

   ■ Articulate how the program will ensure communication with key stakeholders/ constituencies and obtain their long long-term "buy-in" for geriatric curriculum change?

- ■ Describe support from/plans to involve one of more of the following in the change process (e.g., advisory committee, regularly scheduled meetings, etc.):

  > Faculty, including Teaching Assistants when relevant
  > Students
  > Dean/Director
  > Practicum instructors
  > Community members/practitioners
  > Community elders

- ■ Discuss how the program will build a sense of community among these constituencies around gerontological issues?

- ■ Describe how the program will attempt to address the developmental tasks associated with this change process?

8. Clearly identify **leadership** (Project Director, gerontology/curriculum experts who will lead and steward the curricular changes)?

9. Show how the **infrastructure supports the proposed plan**?

- ■ Align resources to be congruent with proposed activities?

- ■ Make a clear case for the feasibility of their activities?

- ■ Is the budget signed by the applicant and the institution's fiscal officer?

- ■ Clearly breakout major categories and funds requested for each; justified the use of funds?)

- ■ (Note: if a proposal is rated as fundable, but reviewers have questions about the budget, staff will call to inquire/provide assistance rather than reject a strong applicant).

10. Is the proposal **clearly written**?

- ■ Can reviewers readily grasp (e.g., "get it") the proposal?

B. Indicators of Sustainability

Does the applicant program:

1. Demonstrate how **gerontological content will be incorporated within broader aspects** of the curriculum (e.g., not just short-term or elective learning experiences?)

2. Discuss **how the changes can be maintained** beyond the funding period?

   Describe plans for continuous growth and development of content?

Discuss whether objectives of broader curricular areas will be changed to reflect the project objectives?

3. Tentatively discuss how the program will **evaluate the success** of proposed changes? (Note: Each program will identify their own outcomes (e.g., what they hope to achieve) and their own measures of accountability that are congruent with their organizational environment).

4. Include a support **letter from the Dean/Director** that specifies his/her commitment to the $10,000 match per year?

5. Describe how they will **work with the Curriculum Committee** or, in small programs, with the relevant faculty grouping that makes the curricular decisions?

6. Document the **Curriculum Committee's willingness to support work toward curriculum change** during and after project timeline; or that of the faculty as whole who make curricular decisions?

7. Demonstrate how they will obtain **faculty buy-in**, including acknowledgment of the need and plans to work toward the proposed curriculum change?

8. Evidence of **awareness of the process of change** (e.g., where is the program beginning, where is it going, and how will they get there?)

9. Clearly describe **plans to involve the majority of students** over time in gerontology learning experiences? (e.g., incentives for students such as work-study, practicum stipends; "products"/ learning resources for future use)?

10. Clearly **specify in-kind funding**? (Note: The quality of the match is to be evaluated by the reviewer.)

11. Indicate plans to **generate additional resources over time** (e.g., stipends for students; faculty development and conference funds), where needed?

12. Include **letters of cooperation**, where relevant, from collaborative practicum sites, other disciplines and academic programs?

13. **Agree to award conditions**, and certify that **progress reports** will continue through the third, unfunded year?

C. Indicators of Process

Does the applicant program:

Provide evidence of a plan for **openness of communication and/or obtaining feedback** and creating improvements with/for students, faculty, curriculum, practicum, community, etc?

Discuss procedures for own ongoing review and improvement?

- Discuss the **spectrum of faculty involvement** (from "acknowledgment" that this is a good idea to "involvement," "support," "buy-in," "participation")?

Describe how to use **existing structures/opportunities for change**?

- Evidence of awareness of "ups and downs" of the change process?

D. Indicators of Leadership
Does the applicant appear to have the following abilities?

1. To influence key stakeholders to participate (e.g., open door approach) and to create **involvement, engagement and inclusion**?
   To motivate
   To persuade
   To collaborate

2. To **communicate clearly and openly**?
   With key constituencies?
   In each element of the written proposal?
   In describing plans for change?

3. To be **keeper of the vision and committed to short and long term goals**?

4. To be **aware of and connected with the process of change**?

5. To be **regarded positively** (e.g.,, have a positive reputation)?
   Ability to enjoin/bring together an effective team
   Reputation for integrity

E. Content Changes/Gerontological Competencies/Pervasiveness
Does the applicant proposal achieve the following?

1. Expose the **majority of students to gerontological content and learning experiences** (e.g., will gerontology be normative/pervade the foundation curriculum over time, rather than treated separately)? For example,

- Identify the courses and learning experiences that will be affected, if funded?

- Encompass ways to alter curriculum structure, teaching methodologies, and learning outcomes?

- Make references to geriatric social work competencies?

- Include practicum experiences with the plan and preliminary goals?

- Create opportunities for experiential learning, including meaningful direct interaction with diverse older people in the classroom and/or practica?

- Involve more faculty in teaching aging content than those considered gerontological experts? (Note: This is an ideal and goal to work toward, but may not be possible in all programs).

- Build linkages/cross-cutting themes with other foundation content, such as health, mental health, children and families, cultural diversity, social policy, administration or community development?

- Ensure the contemporary relevance of learning experiences and allow for ongoing innovation and change?

- Build linkages with other disciplines, especially in undergraduate programs? This is not required, but may be a model that is congruent with the applicant's particular organizational environment (e.g., small liberal arts institution)

- Examples of minimum knowledge/skills in foundation courses (Note, this is not intended as a prescriptive list, but rather **illustrative** for the reviewer's use):

  HBSE. Does the content encompass both the normal and disease related physiological/ psychological changes with age?

  Foundation Practice (micro: individual/family/group). Does the content cover basic clinical assessment issues and instruments?

  Macro Practice. Are there opportunities for students to learn about age-based advocacy, legislative change and organizations?

  Policy. Does the content on Social Security, Medicaid, and Medicare frame these as intergenerational issues?

  Research. Are the ethical issues distinctive to working with older adults discussed?

  Cultural Diversity. Is age encompassed within the definition of cultural diversity?

  Foundation practicum. Do students have some exposure to older adults?

Proposal Review Triads

Blue Triad

Advisory Board Member	Hartford Mentor	Applicant Reviewer
Mit Joyner West Chester University	Virginia Richardson Ohio State University	Connie Corley California State University

Red Triad

Advisory Board Member	Hartford Mentor	Applicant Reviewer
Lenard W. Kaye University of Maine	Berit Ingersoll-Dayton University of Michigan	Dolores Poole Northeastern State University

Green Triad

Advisory Board Member	Hartford Mentor	Applicant Reviewer
JoAnn Damron-Rodriguez UCLA	Amanda S. Barusch University of Utah	Jody Gottlieb Marshall University

Yellow Triad

Advisory Board Member	Hartford Mentor	Applicant Reviewer
Michael Patchner Indiana University	Nancy Morrow-Howell Washington University	Lucinda Roff University of Alabama

Pink Triad

Advisory Board Member	Hartford Mentor	Applicant Reviewer
Nancy Kropf University of Georgia	David Eli Biegel Case Western Reserve University	Carol Boyd Delta State University

Orange Triad

Advisory Board Member	Hartford Mentor	Applicant Reviewer
Nancy Wilson Baylor College of Medicine Huffington Center on Aging	Roberta Greene Indiana University	Eric Kingson Syracuse University

Application # ____   Triad _____

Reviewer _____   BSW   MSW   Joint

The Hartford Vision: Over time, enhance gerontological and geriatric learning opportunities for all social work students.

Scale: 1-Poor   2-Fair   3-Good   4-Excellent

Corresponding Indicators of Success #	The proposal provides evidence of:	
1, 5	1 Sustainability of the curriculum change after the funding cycle ends. IF QUESTION # 1 RATES A "1", THE PROPOSAL IS NOT FUNDABLE. Notes:	
2, 5	2 High potential to engage and expose a majority of students to gerontological learning opportunities by the grant's conclusion. Notes:	
3, 5	3 A connection with and awareness of the process of change (stakeholders' buy-in challenges faced, strengths utilized). Notes:	
1, 3, 4, 5	4 Enjoining faculty in the decision-making process regarding gerontological content, ways to change curriculum, and dissemination. Notes:	
3, 5	5 Assessing student interests; finding ways to overcome barriers to student involvement, interest in gerontology. Notes:	
4, 5	6 The necessary leadership to maintain the vision over time with students, faculty, community, etc. Notes:	
3, 5	7 Congruence or fit between the proposed plans and the program's resources/infrastructure. Notes:	
	Total:	
	OVERALL DECISION: (left-mouse-click on the box) ☐ FUND ☐ UNSURE/MAYBE ☐ DO NOT FUND	

Geriatric Enrichment in Social Work Education
(funding provided by the John A. Hartford Foundation)

Funded Programs

University of Alabama

University at Albany

Azusa Pacific

Ball State University

Barry University

Baylor University

Boston College

Bridgewater State College

California State University, Chico

California State University, Long Beach

California State University, Los Angeles

California State University, San Bernardino

California University of Pennsylvania

Calvin College

College of Mount St. Joseph

College of St. Catherine &
The University of St. Thomas

Colorado State University

Eastern Washington University

Fordham University

George Mason University

University of Georgia

Georgia State University

University of Hawaii

Hood College

Howard University

University of Illinois, Chicago

Indiana University

University of Iowa

University of Kansas

Lehman College

Long Island University, Brooklyn

University of Maine

Marshall University

Metropolitan State College of Denver

Michigan State University

University of Minnesota

University of Montana

Morgan State University

University of Nevada, Las Vegas

University of New England

University of North Carolina, Chapel Hill

North Carolina State University

University of North Texas

Northwestern State University, Louisiana

University of Oklahoma

University of Pennsylvania

University of Pittsburgh

Plymouth State College

Portland State University

Saint Louis University

San José State University

Shippensburg University

Southern Connecticut State University

Southern Illinois University

University of Southern Indiana

University of Southern Mississippi

State University of New York, Brockport

Syracuse University

University of Tennessee

University of Texas, Austin

University of Vermont

University of Washington

West Chester University

Widener University

Winthrop University

University of Wisconsin, Green Bay

Wright State University

Distinguishing Characteristics of Funded Proposals

- Provide gerontological social work learning opportunities for the majority of students

- Pervasiveness of gerontological content; aging is fully embedded across multiple domains in the curriculum and ideally in the organizational culture

- Reconceptualize aging content in terms of crosscutting themes and as normative

- Awareness of the process of change, especially recognizing structural barriers to change and obtaining widespread buy-in from key stakeholders (faculty, students, field instructors, practitioners and older adults)

- Goals grow out of the program's particular mission and fit with its culture and context

- Committed and sustainable social work leadership able to obtain faculty's buy-in

- Generation of community, including enthusiasm/excitement about the project

- Knowledge of how to access assistance (gerontological expertise and knowledge of the change process) needed to move toward goals

- Sustainable after funding, including the development of gerontological social work education materials and ways to disseminate them

- Programs will ultimately enhance the health and well being of older people through graduates with gerontological social work knowledge, skills and values.

Geriatric Enrichment in Social Work Education

INTRODUCTION. A critical and rapidly growing need exists for educational programs with enriched content in gerontology that will empower social workers to enhance the health and well being of older adults and their families. Our goal is to expand innovative geriatric learning opportunities for all social work students. To help meet this challenge, we invite you to submit a proposal to enrich geriatric social work in your educational program.

- Successful applicants are eligible to receive a maximum of $30,000 per year for a period of two years (possible total of 60,000).

- Nationwide, 70 programs will be supported, split approximately equally between BSW and either MSW or joint BSW/MSW programs.

- Applications are encouraged from rural, urban, large, small, new, and long-established programs, and those with a generalist or an advanced focus that are accredited by CSWE.

- The project's principle investigator must be at least .50 FTE faculty of any rank, and can include individuals with significant community/practicum responsibilities.

The John A. Hartford Foundation has learned from faculty, directors, and deans that funding opportunities need to be available to all types of programs regardless of program size, geographic location and nature of the institution to stimulate aging-rich learning experiences in the classroom and field curricula.

BACKGROUND AND STATEMENT OF NEED. Older adults—especially the oldest-old who are 85 years of age and older—are the most rapidly growing population in our society. The oldest often face chronic health care problems, poverty, depression, and social isolation. Social workers are central to developing home and community-based services for our aging population, but social workers often lack current gerontological knowledge and skills. Social workers have relevant foundation practice and policy content that includes a strength-based emphasis on empowerment, capacity building, and health promotion. They are able to work with individuals, families, groups, communities, and organizations, and in public policy arenas. Yet, most social workers lack adequate gerontological knowledge and skills that can enhance older adults' opportunities and quality of life.

A major reason for the gap between the need and the number of geriatric social workers is that of MSW programs only 16 percent have "concentrations," and 5 percent have "sub-specializations" in gerontology. Only 4 percent of all MSW and 1 percent of all BSW students take courses in aging. Although about 15 percent of BSW and 4 percent of MSW graduates work specifically in services to

older persons, 62 percent of respondents to an NASW national survey stated that gerontological knowledge is required in their work. These data suggest that all social work students need opportunities for age-enriched learning experiences.

PROJECT COMPONENTS. The gerontological and geriatric education of social work students will be enhanced by four primary components within the overall project designed to:

1. Develop, implement, and evaluate innovative learning experiences in geronto1ogical social work that will advance the health and well being of older adults and their families.

2. Support social work educators creating age-enriched learning opportunities through regional meetings of grant recipients, staff and collegial consultation, regional and national professional conferences and networks, Hartford's Strengthening Aging and Gerontology Education in Social Work (CSWE/SAGE-SW), newsletters, the Geriatric Enrichment web site, and the final reports from grant recipients.

3. Sustain such learning experiences through long lasting structural and institutional changes in at least 70 social work education programs.

4. Disseminate the knowledge gained regarding the development, implementation, evaluation, and sustainability of these innovative learning experiences to social work programs.

PROJECT TIMELINE

YEAR 1 Planning

- Application submitted by November 16, 2001.
- Funding from January 2002 to August 2002.

YEAR 2 Implementation of Sustainable Changes

- Progress Report on Year 1 and Application for Year 2 submitted by August 1, 2002.
- Funding from September 2002 to June 30, 2003.
- Information about what to include in the Year 2 application will be available on the Geriatric Enrichment web site in spring 2002.

YEAR 3 Dissemination and Evaluation.

July 1, 2003 to June 30, 2004.

No new funds will be provided for Year 3.

Unexpended funds from years 1 and 2 can be carried over for dissemination purposes.

Developing Your Proposal

We invite you to think "outside the box" about how to enhance gerontological learning experiences for all students. This project is an opportunity to fundamentally transform and change how such educational opportunities are structured in your program. Transformational changes in curriculum content and process will alter the core of your curriculum to respond to the growing need for social workers with increased expertise about aging. Curriculum transformation is more than an "add-on." It affects all students, not just those who are associated with one aspect of your program. From this approach, changes are developed through inclusive and collaborative processes that involve all key constituents, and that are based on shared values. Across time, these changes create a sense of community and shared vision among faculty, students, practitioners, and community members.

We seek creative and sustainable curricular changes and recognize that educational programs have varied capacities for implementing transformational changes. Proposals based on other models, particularly infusion and integration of geriatric content, should include plans for achieving long-term transformation by modifying curriculum structure and process. Infusion suggests that geriatric content be "poured into" courses to alter course content, and integration refers to coordinating aging content into strategic units within the curriculum. These approaches may begin by adding components, such as elective courses, discussions, guest lectures, assignments, and readings. We recognize the value of incremental steps, but the long-term goat of this project is to create structural changes that enrich geriatric learning experiences for all social work students.

UNDERLYING PROJECT STRUCTURE. We are eager to support your success in this exciting opportunity to create aging-rich learning experiences within your social work program. When preparing your proposal, please remember the following.

- Preference will be given to programs that incorporate gerontological content within broader aspects of the curriculum and that can be sustained over time with changes beyond the addition of short-term optional courses.

- We recognize that meaningful requires planning, feedback, and time.

- Structural curricular changes to sustain age-enriched learning opportunities will require an inclusive approach in both the content and the process of curricula and practica learning experiences.

- Wide variability exists among social work programs not only in geriatric social work content, but also in student interest, available resources, and the potential for curricular change. Considering this diversity, resources and supports related to geriatric content and curriculum change processes will

be provided both to applicants and to awardees. This will occur through consultation with project staff, external advisory board members, staff from other Hartford projects, and other awardees at regional meetings. For example, the CSWE/SAGE-SW Project has developed a set of relevant geriatric social work competencies. Please see www.cswe.org/sage-sw/.

QUESTIONS TO GUIDE YOU IN THIS CREATIVE PROCESS:

Faculty who are engaged in curriculum transformation ask new questions about curriculum content and process, acquire new knowledge to challenge already accepted concepts, and suggest innovative approaches to learning.

- How is gerontology embedded in the mission and goals of your program?
- What are the central gerontological themes and issues in your current curriculum? Is gerontology visible to all students or must students seek content on their own?
- Is course content organized by themes and topics, or is it chronological by age? Are gerontological issues segregated into one section of a course or an elective? Or, are they included in a majority of required courses?
- Where do gerontological issues appear in the course syllabus and readings? Are they incorporated throughout the materials or only at the end of the course?
- Does your program teach that individual and group experiences are grounded in life span developmental trajectories?
- Are gerontological issues discussed only in the context of oppression, poverty, social problems, and needs?
- Are older adults conceptualized as active and productive agents of change or as victims? Are older adults defined only from the perspectives of other groups, or are they viewed in their own terms? In your curriculum, what kinds of experiences are identified as normative and what is relegated to "variations" or "other."
- To what extent to students have opportunities to reflect upon their own attitudes toward aging and older adults?
- What opportunities do faculty members have to remain current on gerontological issues? Are they interested in attending professional development institutes?
- Are the roots and structural factors that underlie age addressed?
- What would your educational program look like if geriatrics and gerontology were integral to the learning experiences of all students?

INSTITUTIONAL MATCH. Applicants must commit to an institutional in-kind or financial match equivalent to $10,000 per year for two years, totaling $20,000. The match will be reduced proportionately, if your total budget is less than $60,000. The quality of the match will be evaluated as: An indicator of your program's commitment to enrich gerontological learning opportunities, and A reflection of its ongoing nature to sustain your enriched curriculum after Hartford funding has ended.

UNCERTAIN ABOUT WHETHER TO APPLY? Project staff and advisory board members are eager to assist you and to answer your questions. Please contact: 206.221.HART or GeroRich@u.washington.edu. Resources related to curriculum change processes, particularly curriculum change transformation will be available at www.GeroRich.org and will be updated frequently.

PROGRAM SUPPORT: RESOURCES AND CONSULTATION

The project is directed by Dr. Nancy R. Hooyman, principal investigator, at the University of Washington, with the advice of a national advisory board of leaders in gerontological social work and curriculum change, who represent a range of social work program types. Board members include:

> Mildred C. Joyner, West Chester University, Association of Baccalaureate Social Work Program Directors
>
> Lenard W. Kaye, University of Maine, National Association of Social Workers
>
> Beverly Koerin, Virginia Commonwealth University
>
> Nancy P. Kropf, University of Georgia, Association for Gerontology Education in Social Work (AGE-SW)
>
> Michael A. Patchner, Indiana University
>
> JoAnn Damron Rodriguez, University of California-Los Angeles, Partners in Care Foundation
>
> Nancy Wilson, University of Houston, Baylor College of Medicine, Huffington Center on Aging

The Council on Social Work Education will provide overall administrative and fiscal management for the project.

SUCCESSFUL PROPOSALS WILL:

- Ensure that gerontology and geriatric learning opportunities pervade all relevant educational experiences across the program. Identify the courses, required and elective, and the learning experiences that will be affected.
- Demonstrate the potential for sustainable and feasible change.
- Describe what is innovative about your geriatric enrichment proposal.

- Suggest how it could be replicated in other social work programs.

- Provide evidence of institutional commitment to implement change, including a letter of support from the program's director or dean.

- Identify the number of students currently participating in gerontological learning opportunities and project the increase in the quantity of students and in the quality of their learning experiences by the end of Year 3.

- Document how the process of change will involve faculty, students, and community and practicum representatives.

- Build upon linkages with other foundation content, including: health, mental health, children and families, cultural diversity, social policy, administration, and community development.

- Encompass ways to alter curriculum structure, teaching methodologies, and learningoutcomes to make gerontological content normative in your educational program.

- Ensure the contemporary relevance of learning experiences and allow for ongoing innovation and change.

- Discuss how success will be measured and evaluated.

- Demonstrate your programs' willingness to submit progress reports, disseminate results, and complete evaluations expected by the Hartford Foundation.

Selected Proposals

SELECTION PROCESS. A team that includes a member of the national external advisory board, a faculty member associated with another Hartford Geriatric Social Work Initiative, and at least one grant applicant will review each proposal. Including applicants as peer reviewers builds upon the expertise and experience that exists in educational programs, disseminates information about curriculum change, and brings additional perspectives to the rating process.

Proposals will be reviewed by the team against the selection criteria noted in the "Developing Your Proposal" section and, secondly, against all proposals that pass the first review. This second phase by the review team will ensure acceptance of a diverse range of programs—public, private, rural, urban, BSW, MSW, of varying sizes in various geographic areas, and with a range of innovative approaches to curriculum change. Applicants will be informed of the review committee's recommendations by January 7, 2002.

REPORTING REQUIREMENTS FOR AWARDEES

End of Year 1 (AUGUST 2002)

■ Describe outcomes of the planning phase. This could include a chart outlining your "before and after" vision or a "timeline" for change.

End of Year 2 (JUNE 2003)

■ Document outcomes of the implementation phase. What created and what failed to create a sense of community around gerontological issues in your program? How did you measure and evaluate success? Describe your plans for dissemination in Year 3.

End of Year 3 (JUNE 2004)

■ Prepare a final report for the Hartford foundation and for dissemination to other social work programs.

■ Design and distribute a geriatric enrichment resource report that includes a description of learning experiences implemented and appropriate references to the literature.

■ Disseminate innovations across social work education programs regionally and nationally.

POTENTIAL USES OF PROGRAM FUNDING

Social work education programs can use the Geriatric Enrichment Funds for these and other activities:

- Provide release time for faculty to engage in curriculum development and implementation,

- Obtain technical assistance related to gerontological skills and knowledge and to curriculum changes processes, design, and implementation,

- Sponsor colloquia, poster fairs, and other types of presentations to students and faculty to increase awareness about gerontological issues,

- Provide financial support for students to conduct practice-based research in aging that can be incorporated into the curriculum,

- Enhance relations with the social work practice community, including building stronger linkages between the classroom and practicum learning experiences,

- Provide supplemental support for faculty to attend the faculty development training institutes offered through the CSWE/SAGE-SW Project, and

- Other uses that will foster the implementation of curricular change and educational opportunities within your program.

Content Analysis Framework

We suggest the following categories for analysis: course objectives, competencies, readings, assignments, and in-class activities).

For each category, include only course content that contains the key gerontological concepts that you have chosen.

To illustrate this process, a template is provided for analyzing the gero content in a foundation cultural diversity course:

Course #	Course Objectives	Competencies	Required Readings	Assignments	In-Class Activities
SW 501 Cultural Diversity and Social Justice	▪ Age, ageism, historically disadvantaged populations of elders are reflected in the course objectives as follows:	▪ Respect diversity among older adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation). ▪ Address respectfully the cultural, spiritual, and ethnic values and beliefs of older adults and families.	▪ Issues of age, ageism, historical disadvantage, inequities across the life span, and cumulative disadvantage are reflected in the readings as follows:	▪ Assignments provide options to pursue issues of age and ageism within a life span cultural diversity context as follows:	▪ Class activities provide opportunities ǀto discuss issues of age and ageism within a life span cultural diversity context in the following activities: Case Studies: Discussion topics: Class exercises:

Course Audit

In reviewing your course syllabi, first decide which key concepts to identify: *aging, gerontology, older adults, elders, intergenerational, life span, multigenerational, elderly, seniors.*

Then review each course syllabus component to see if these key concepts are mentioned. This review should also watch for and modify any ageist language.

Checklist

Key concepts (as listed above) are found in:

❑ Overall description of the course

❑ Learning outcomes and course goals and objectives

❑ Description and objectives for individual class sessions

❑ Required readings

❑ Supplementary readings

❑ Class assignments

❑ Class exercises (role-plays, case studies, discussion topics)

❑ Class media (websites, videos)

❑ Guest speakers

❑ Student presentations

❑ Other

Foundation Syllabi Gerontology Infusion Guidelines

A model syllabi that has gerontological knowledge, skills, and values embedded throughout would meet the following criteria:

Model syllabi are characterized by the embedding of gerontological knowledge, values and competencies throughout the course (e.g., course description, objectives, assignments, readings, exercises, where appropriate). This contrasts with syllabi that just insert the word "age" in various sections throughout the syllabus.

❑ Addresses contemporary issues by foundation area (Micro, Meso, Macro Practice; Human Behavior and the Social Environment; Policy; Research; Cultural Diversity; and practicum).

❑ Reflect social work values of social justice, commitment to disadvantaged populations.

❑ Course description includes attention to key concepts such as aging, older adults, elders, intergenerational, life span. (Note that the word "age" in itself does not necessarily mean older adults.)

❑ Overall learning goals and objectives for the course are clearly stated.

❑ Aging/intergenerational issues are infused in the overall course goals and objectives.

❑ Aging/intergenerational knowledge, values, or skills are infused in foundation competencies/learning outcomes.

❑ Learning goals and objectives are articulated for each class session.

❑ Aging/intergenerational issues are infused in the description/objectives for at least 25% of the class sessions.

❑ Approximately 50% of the required readings are up-to-date (since 1998), unless a "classic" article or video.

❑ At least 10% of assigned readings address aging/intergenerational issues.

❑ Required assignments provide students with an option to address aging/intergenerational issues.

❑ Experiential course content (e.g., role play, small group exercises, and case studies) includes aging issues/ older clients.

❑ Definitions of diversity incorporate age, ageism and older adults as a disadvantaged population.

❑ Non-ageist language is used throughout the syllabus. This includes the use

of the terms older adults or elders, which tend to be more respectful, rather than elderly or seniors, where there are no comparable terms for younger adults.

❑ Age is not linked only with disease, decline, or dying.

❑ Reflects a mixture of print and non-print resource materials (e.g., websites, videos, etc.).

❑ Is of publishable quality (e.g., no grammatical or typographical errors).

Curricular Resources Selection Criteria

This list of Curricular Resources Selection Criteria has been applied to the materials on the Gero-Ed Center website, www.Gero-EdCenter.org, and guided the development of the document, *Foundation Syllabi Infusion Guidelines.* Since you also may select teaching resources from other websites and printed materials, these criteria will help ensure that your faculty and students access the highest quality teaching and course materials. We strongly encourage CDI programs to use these criteria for the development or selection of curricular resources.

- Current (published within six years), unless a "classic" article or video

- Evidence-based, where available

- Congruent with foundation competencies identified for CDIs and Gero-Ed Institutes

- Congruent with an infusion/transformation approach, not specialization or integration

- Incorporates diversity in terms of age, race/ethnicity, gender, sexual orientation, social class, physical and mental ability, and/or religion

- Reflects social work values of social justice

- Uses non-ageist, nonsexist language

- Accommodates to persons with disability (e.g., font size)

- Addresses contemporary policy, research, and/or practice issues related to older adults

- Of publishable quality (e.g., no grammatical or typographical errors)

Faculty Input in Curricular Analysis
Sample Questions

These sample questions were developed by programs that participated in the GeroRich Project, and will probably need to be modified to fit your organizational culture.

Questions for Discussion in a Faculty or Curriculum Meeting

Any questions about gerontological content asked of faculty in a formal meeting format should be preceded by an explanation of the purpose and rationale of what you are hoping to achieve. You may also want to present some brief "facts on aging" as an opportunity to increase faculty awareness.

- What major societal trends do you see impacting social work education in the next 25 years?
- What is our program already doing to prepare our graduates to be gerontologically competent?
- Do you see gaps in how well our program is preparing gerontologically competent graduates?
  – If so, should we be doing more in this area? What might that be?
- What, if any, feedback have you received from students regarding older adults in terms of their interest in working with older adults or their experiences with older adults?
- What major strengths do you perceive our program has that supports the infusion of gerontological content into our foundation curriculum?
- What major obstacles, if any, do you perceive to infusing more gerontological content in our foundation curriculum?
- What does the concept "curricular infusion" mean to you? Have you had experiences with curriculum projects that aimed to infuse content areas other than aging? If so, we are interested in learning whether that was a positive experience or not.
- What preliminary suggestions do you have for how we might embed gerontology in our foundation curriculum?

Faculty Focus Groups

We recommend focus groups of 6-8 faculty. Select 3-4 questions for the focus groups, either from this list or ones that you develop specific to your program degree level and/or mission.

- Do you see gaps in how well our program is preparing our graduates to work effectively with older adults and their families? If so, what are those gaps?

- Are there areas of our program where we have adequately infused gerontological content? If so, which ones?

- If you think that we should be doing more in this area, what ideas do you for how we might infuse gerontological competencies and content into the foundation curriculum?

- Where could gerontological content be embedded in the courses that you teach to enhance the current course material? What ideas might you have for linking issues of aging and older adults with other content areas in your courses?

- What resources might our faculty need to be able to teach about issues of aging and older adults?

- What strengths does our program have that would support infusing gerontological content into your courses? Into our foundation curriculum generally.

- What are potential barriers to infusing gerontological content into your courses? The foundation curriculum generally?

- Are there ways that infusing more gerontological content would strengthen our program's overall foundation curriculum?

- Are there ways that infusing more gerontological content would negatively affect our foundation curriculum?

Written Survey to Obtain Faculty Input

As noted in Module III, a written or electronic survey needs to be relatively brief and should be primarily comprised of closed-ended questions for faster faculty response.

For each of the foundation courses/sections that you teach, indicate the course title and:

1. The extent to which content on older adults is infused into your course(s)?

   a. If you have infused gerontological content in your courses, please indicate the major topics that you try to address (e.g, considerations in communicating with an older adult, normal age-associated changes, needs of family caregivers, depression in elders)

2. What types of teaching materials related to older adults do you use in your courses (check all that apply)?

   ❑ Case studies   ❑ Audiovisual
   ❑ Role Plays   ❑ Web-based materials
   ❑ Interviews   ❑ Other _____
   ❑ Readings

3. If issues of aging and older adults are not part of the courses that you teach, please list the difficulties or problems you would face in trying to do so.

4. Are there some specific resources or types of assistance you would like in bringing aging content into your courses (check all that apply)?

   ❑ Suggested readings
   ❑ Suggested in-class exercises
   ❑ Suggested assignments
   ❑ Suggested audiovisual
   ❑ Guest lecturers
   ❑ Lists of elders to invite to class
   ❑ Assistance with preparing my course syllabus
   ❑ Up-to-date materials on particular topics (please list topics)

   _____

   ❑ Other _____

One-on-One Faculty Interviews

Although the most time-intensive, individual interviews tend to yield the richest data. We encourage you to use questions that are open-ended and those that will stimulate more than yes/no answers.

- I am interested in learning what content areas are most important to you when you teach XX foundation course? What social work competencies do you hope your students have acquired by the end of the course?

- To what extent do you currently include content on older adults in your foundation course?

   – If you do include this content, we are interested in learning what types of content you do include.

   – If you do not include this content, what are the reasons?

How might increasing gerontological competencies in your course help to enhance your teaching?

- What kinds of resources or assistance might you need in order to increase gerontological competencies and content in your foundation courses?

Curricular Organizational Change
Student Input

We recommend focus groups of 6-8 students. Select 3-4 questions for the focus groups, either from this list or ones that you develop specific to your program degree level and/or mission. Encourage students to be candid and assure them that their responses are confidential. Any data conveyed to faculty or academic administrators will be in aggregate form.

Focus group questions

■ Given the aging of the Baby Boom Generation, do you think that it is important for social work students to learn about aging and older adults?

   – If so, what do you think students need to know? What skills might students need to work with older adults and their families?

■ Reflecting on the courses you have taken thus far, do you recall any courses that included content on issues of aging and older adults?

   – If so, can you provide some examples of this content and the course in which it was presented?

■ What was your response when the instructor presented this content or assigned reading(s) on older adults? Did you tune out the content, skip over it, get excited about it, want to learn more? (Remind to be candid)

■ Can you recall an instance in any of your classes where a student asked for more information or examples about older adults?

   – If so, how did the instructor respond? How did the rest of the class respond?

■ Have you ever had any opportunities to interact with older adults in your field placement?

   – If so, please describe the opportunity? How did you react? Did this interaction increase your interest in thinking about working with older adults—or discourage you?

Student Diary
Developed by the University of Houston Practicum Partnership Project

Date: _____

Course Title: _____

Instructor's Name: _____

During the class today, to what extent were the following topics concerning older adults discussed? Please check a choice that best indicates your observation. If any of the following issues were discussed, what were they? Please write the topics discussed in the space provided under each issue.

Please note that we recognize that this questionnaire covers a wide range of aging issues and that we do not expect all the issues to be addressed in all courses.

	Not discussed	Little extent	Some extent	Great extent
1. Human Development: e.g., theories of aging, developmental issues in later life				
Topics discussed:				
2. Well-being: e.g., strengths of older adults, vital aging, preventions				
Topics discussed:				
3. Practice & Intervention with Older Adults: e.g., health & mental health care				
Topics discussed:				
4. Family: e.g., aging families, caregiving				
Topics discussed:				
5. Community: e.g., aging services, housing, transportation				
Topics discussed:				
6. Values & Ethics: e.g., self-determination & autonomy, ageism				
Topics discussed:				
7. Legal Issues: e.g., discrimination, living will				
Topics discussed:				
8. Policy: e.g., social, health, income maintenance policies				
Topics discussed:				
9. Advocacy & Empowerment: community organization, older client empowerment				
Topics discussed:				

Comments:

Practitioner Input Sample Questions

Focus Groups

We have included a range of sequenced questions for you to select from. We suggest you begin with a neutral question such as the first one listed here.

- How frequently do social workers in your agency work with older adults?

- Are they prepared to do so? If not, what practice competencies do you think that they need in order to work with elders?

- Thinking back over your own work with older adults, what experience(s) have you felt least prepared to handle? What practice competencies did you wish you had acquired in your professional preparation?

- When you have supervised students in your agency, what have been gaps in their preparation for gerontological practice?

- What content should we be providing to our students to prepare them to work with older adults and their families?

- Thinking back to your learning experiences in your own social work program, what was most helpful in preparing you for work with elders?

- What challenges or opportunities are you currently experiencing in your work with older adults and their families that you did not face 5-10 years ago? What challenges or opportunities do you envision in the next 10 years?

- What knowledge base is important for social workers to have in working with elders?

- What skills should social workers have in working with older adults?

- What values are required for gerontological social work practice?

- What specific skills and qualifications do you look for when hiring a social worker? What qualities would distinguish an exceptional candidate from the others?

- Are there any areas that we have not covered that you think we should know in order to better prepare social workers to work with older adults?

Sample Written Surveys

Sample A

Agency Name _____

Address _____

Phone _____

Name of Person Completing Questionnaire _____

1. Is your agency: ❏ Public ❏ Private for Profit ❏ Private Not-for Profit

2. In which field of practice does your agency primarily offer services?

    ❏ Family and Children's Services ❏ Health ❏ Mental Health

    ❏ Aging ❏ Other (please explain) _____

3. What percentage of your agency's clients do you estimate to be age of 65 and older?

    ❏ Under 10% ❏ 10-25% ❏ 26-50% ❏ 51-75% ❏ 76-100%

4. What percentage of the clients of your student interns do you estimate to be age of 65 and older?

    ❏ Under 10% ❏ 10-25% ❏ 26-50% ❏ 51-75% ❏ 76-100%

5. Thinking back over the students you've supervised in the last three years:

    a. How have they reacted to your agency's expectation that they work with older adults?

    b. What were gaps in their course work in terms of their being prepared to work with older adults?

    c. What have been students' major challenges in being able to work effectively with older adults?

Sample B

Agency Name _____

Address _____

Phone _____

Name of Person Completing Questionnaire _____

Section I

Indicate whether you think each item below is an important area ofgerontological social work knowledge, skills or values by checking "yes" or "no":

		Yes	No
1.	Normal physical, psychological and social changes in later life.		
2.	The influence of aging on family dynamics.		
3.	The diversity of elders' attitudes toward the acceptance of help.		
4.	Variations in successful adaptations to life transitions of aging.		
5.	Theoretical models of biological and social aging.		
6.	The relation of diversity to variations in the aging process (e.g. gender, race, culture, economic status, ethnicity and sexual orientation).		
7.	Wellness and prevention concepts for older persons.		
8.	The effect of generational experiences on the values of older adults.		
9.	Love, intimacy and sexuality among older persons.		
10.	The impact of aging policy and services on minority group members and women.		
11.	Managed care policies concerning older persons and adults with disabilities.		
12.	Policies, regulations, programs and resources for older adults in health, mental health and long-term care.		
13.	Basic pharmacology and the interaction of medications affecting elders.		

Section II

In the following list, please check the number that best reflects your opinion regarding the foundation competencies needed by social workers to work effectively with older adults:

	Not at all	A little bit	Somewhat	Quite a bit	All the time
14. Use brokering, advocacy, monitoring, and discharge planning to link elders and their families to resources and services.					
15. Gather information regarding social history such as: social functioning, social supports, social skills, financial status, and cultural background					
16. Collaborate with other health, mental health and allied health professionals in delivering services to older adults.					
17. Engage family caregivers in maintaining their own mental and physical health.					
18. Assist individuals and families in recognizing and dealing with issues of grief, loss and mourning.					
19. Recognize and identify family, agency, community, and societal factors that contribute to and support the autonomy of the older person.					
20. Incorporate knowledge of elder abuse (physical, sexual, emotional and financial) in conducting assessments and intervention with elders and their families.					
21. Use empathetic and caring interventions such as reminiscence or life review, support groups, and bereavement counseling.					
22. Demonstrate awareness of sensory, language and cognitive limitations when interviewing older adults.					
23. Conduct a bio-psycho-social assessment of older adults.					
24. Identify legal issues for older adults, including: advanced directives, living wills, powers-of-attorney, wills, guardianship, and Do-Not-Resuscitate (DNR) orders.					

Section III

Please indicate the importance of the following list of abilities, attitudes and values geriatric social workers should possess:

	Strongly disagree	Disagree	Somewhat Agree	Agree	Strongly agree
25. Assess one's own values and biases regarding aging, death and dying.					
26. Accept, respect, and recognize the right of older adults to make their own choices and decisions about their lives within the context of the law and safety concerns.					
27. Identify ethical and professional boundary issues that commonly arise in work with older adults such as end-of-life decisions, family conflicts, and guardianship.					
28. Evaluate safety issues and degree of risk for self and older clients.					
29. Apply knowledge of outreach techniques with older adults and their families.					

30. What type(s) of practice experiences do you think are important in preparing students for a gerontological social work career?

31. What type(s) of content should be added to our curriculum to prepare all social work students with foundation gerontological competencies (check all that apply)?
    ❑ Assessment
    ❑ Case Management
    ❑ Cross Cultural Aging
    ❑ Loss, Grief, and Dying
    ❑ Depression and Other Mmental Health Issues
    ❑ Managed Care and Aging
    ❑ Alzheimer's Disease
    ❑ Exercise/Nutrition/Wellness
    ❑ Funding Sources
    ❑ Other_____

Curriculum Change Framework

Rationale

The CDI format is groundbreaking and nationally significant in its potential to transform social work education through other programs' replication of your curricular and organizational changes. For this to happen, you need to be able to articulate the principles and critical thinking (the *why and what/how* of your strategic actions) that guide your curriculum change efforts. Completing this framework for change will be useful in your own ongoing assessment of what has worked, what has not worked, and why; this will allow you to continue to refine, improve upon, and institutionalize your curricular change initiatives for your program. It will also assist you in completing progress reports for the Hartford Foundation.

A recommended framework for planning, implementation, evaluation, and dissemination is:

GUIDING PRINCIPLE ⟷ GOALS ⟷ STRATEGIES/ RATIONALE/ WHY ⟷ ACTION STEPS ⟷ MEASURES ⟷ OUTCOMES ⟷ LESSONS LEARNED

For each component, some **examples** are provided below to **illustrate** the type of specificity that will facilitate your planning and implementation. These illustrations are for heuristic purposes only, not the "right answers." Although completing this framework will require an investment of time and energy, the benefits for program replication, dissemination, and evaluation will outweigh the initial costs.

Steps Toward Curricular Change

Guiding Principles

First identify the *basic principles, values, and assumptions (e.g., the "map")* that will guide your curriculum change efforts. These are typically a theoretical or conceptual framework (e.g., intergenerational, life course, multicultural, strengths perspective), underlying assumptions, and values congruent with your program's mission statement. You will want to continuously evaluate your strategies and action steps against your guiding principles and goals at each phase of the planning, implementation, and evaluation process.

Goals

The CDIs' underlying curricular change goals are:

■ *Pervasiveness:* The exposure of every social work student in the MSW foundation year or BSW generalist curriculum to competencies for working effectively with older adults and their families.

■ *Sustainability:* The embedding or institutionalizing of gerontological social work competencies in the organizational culture and curriculum to ensure continuation beyond funding.

These overall goals can be translated and modified to fit your own organizational context. We suggest that you identify no more than five goals within the two categories of pervasiveness and sustainability that you define to be **most important** for your social work program (e.g., a total of five goals across pervasiveness and sustainability, not 10 goals.) The following example **illustrates** how you might use this framework:

EXAMPLE:

Guiding Principle

Our program's guiding principle is to transform the BSW curriculum so that competencies to work effectively across intergenerational and culturally diverse relationships are organizing principles for our foundation courses.

Goal #1: Within the context of intergenerational exchange and diversity, gerontological competencies will be infused in all 7 foundation BSW courses.

> *Intergenerational concepts will be embedded in the course objectives of foundation courses.*
>
> *Course content will be applied to older adults through the use of examples, case studies, videotapes, readings, assignments (e.g., papers, group presentations, experiential learning).*
>
> *Readings addressing aging and intergenerational relations will be included in all foundation courses.*

Strategies/Rationale: (The why that underlies your actions)

1. (What/How): We will meet with the instructors of all foundation courses to learn about their teaching and research interests.
   (Why): Listening carefully to faculty's needs and interests will help engage them in the change process and allow us to tailor resources for their courses.

2. (What/How): All faculty members who teach foundation courses will be involved in syllabi review for that foundation area.
   (Why): Faculty inclusion increases involvement and ownership of the curriculum change process.

3. (What/How): An advisory group of practicum/field instructors will be invited to review our change plans.
   (Why): Input from practitioners who supervise our students and employ our graduates will help us assess how well we are preparing them to work with diverse intergenerational relationships.

4. (What/How): Six competencies will be selected from the Gero-Ed Center competency scales to be infused into each foundation course
   (Why): Using the competencies that best fit our program's mission of diversity and intergenerational learning creates a framework to define minimal knowledge, skills, and values expected of all our social work graduates.

Action Steps:

1. CDI faculty, at least one field instructor, and the faculty who teach in each foundation area will conduct a course audit for all foundation syllabi.
2. Competency-based gerontological content and teaching resources will be identified and recommended to the lead instructor for each foundation area.

Measures:

1. Syllabi will be reviewed for gerontological/intergenerational competencies by the CDI faculty before and after changes are made.
2. Separate post-end-of-semester focus group sessions will be held with faculty and students to assess their in-class experiences of the content changes.

Outcomes (Post-implementation period):

1. By the end of the 2005-06 Academic Year, four of the seven required BSW courses were infused with gerontological/intergenerational competencies.

Lessons Learned (You will not identify these until after you have assessed outcomes):

1. Our initial goal for infusion into all 7 foundation courses was too ambitious to accomplish in one semester. We modified our plans to target a smaller number of courses that would allow more in-depth coverage. We will target the remaining three foundation courses in AY 2006-07.

Organizational Analysis Checklist

This checklist can be useful for determining the extent to which issues of aging and older adults, along with the use of non-ageist language, are embedded in your program's organizational structure. You may want to add to this list based on your program's structure.

Issues of aging and older adults are reflected in:	Great Extent	Moderate Extent	Minimal Extent	No Extent
Your programs' strategies for recruitment, marketing, and orientation:				
▪ Student recruitment brochures	❏	❏	❏	❏
▪ Advertising for faculty recruitment	❏	❏	❏	❏
▪ Handouts distributed at student and new faculty orientations	❏	❏	❏	❏
▪ Teaching guidelines disseminated to adjunct faculty	❏	❏	❏	❏
▪ Newsletter or alumni magazine	❏	❏	❏	❏
▪ Website or other electronic communications	❏	❏	❏	❏
▪ Written mission and goals	❏	❏	❏	❏
▪ Fundraising brochures, case statements, or proposals to potential donors	❏	❏	❏	❏
▪ Bulletin boards	❏	❏	❏	❏
▪ Formal events, such as annual lectures or symposia	❏	❏	❏	❏
Your program's teaching resources:				
▪ Library and AV holdings	❏	❏	❏	❏
▪ Web-based learning				
Your program's governance structures:				
▪ Governance documents developed by your curriculum committee or foundation lead instructors	❏	❏	❏	❏
▪ Curriculum criteria for new course approval	❏	❏	❏	❏
Your program's community partnerships:				
▪ Advisory boards, focus groups, or task forces for community input related to gero needs	❏	❏	❏	❏
▪ Types of content in training provided by your Office of the Field to agency-based field/practicum instructors	❏	❏	❏	❏
▪ Types of content in Continuing Education workshops or in-service training offered to practitioners	❏	❏	❏	❏
▪ Opportunities for student to take gero courses outside of your program	❏	❏	❏	❏

Structural Supports and Barriers Identification Checklist

Use this form to determine the structural factors and arrangements that may support or act as obstacles to your programmatic changes.

	Positive (Support the Change)	Neutral	Negative (Obstacle to Change)
The policies and procedures for how decisions about course content are made, implemented, and monitored at both the program and campus-wide level.	❏	❏	❏
Curriculum Committee or other curricular decision-making units:			
Composition	❏	❏	❏
Power of these units	❏	❏	❏
Autonomy within university/college	❏	❏	❏
Faculty role in curriculum decision-making	❏	❏	❏
Academic administrator's role in curricular decision-making	❏	❏	❏
Your program's fiscal resources.	❏	❏	❏
Your program's in-kind resources (e.g., time, supplies, space).	❏	❏	❏
Programmatic priorities placed on research, teaching, and community service are reflected in criteria for merit and promotion and tenure.	❏	❏	❏
Other programmatic demands, such as a reaffirmation self-study, or central administration expectations for strategic planning.	❏	❏	❏
Formal or informal community partnerships (e.g., field agency agreements, student learning contracts, and agency-based stipends).	❏	❏	❏
Mechanisms for community input into your program (advisory boards or work groups).	❏	❏	❏
Measures of students' preparation for practice (alumni or employer surveys; exit interviews or exams).	❏	❏	❏
Key Stakeholders:			
Faculty	❏	❏	❏
Academic Administrators (dean/director/chair; associate deans; librarian)	❏	❏	❏
Community Practitioners	❏	❏	❏
BSW and MSW Students	❏	❏	❏
Older Adults	❏	❏	❏
Potential Donors	❏	❏	❏
Other Academic Units on Campus	❏	❏	❏

The CSWE/SAGE-SW Gerontology Competencies Items

Introduction

The Council on Social Work Education's SAGE-SW project developed competencies from a process of literature review and expert opinion (Rosen et al., 2000[i]). A comprehensive review of the social work gerontological literature produced a pool of 128 possible professional competencies. In summer 1999, copies of the 128 items were mailed to seven social work gerontology expert consultants in academia, research, and practice. These expert panelists were asked to review the items and suggest deletions, additions, and modifications of the items. A pretest was then sent to social workers.

Based on the panelists' recommendations and the pretest, 65 items, across three major professional domains were identified: 1) knowledge about older people and their families (17 items); 2) professional skill (32 items); and 3) professional practice (16 items). These items were reviewed for redundancy, clarity, and specificity to gerontological practice. They were then pre-tested and reviewed by a convenience sample of 20 social workers in December 1999. The final questionnaire was circulated to 2,400 social work practitioners, educators, and researchers; of these, 945 or 51% were returned.

Respondents were directed to read and classify each competency item on a three-point scale. If respondents believed a competency was needed by all BSW and MSW social workers (level 1), they were instructed to indicate ALL. If they believed a competency was required only by MSW social workers, they were to indicate MSW ONLY (level 2). Finally, if respondents thought only geriatric specialists needed a particular competency, they were instructed to circle SPECIALIST (level 3).

In sum, the SAGE-SW project, drawing upon a large national sample of educators, practitioners, and researchers, produced a comprehensive list of knowledge, values, and skills (competencies), but did not develop a self-rating scale of competencies for students and practitioners.

Knowledge Competencies

1   Normal physical, psychological, and social changes in later life.

2   The diversity of attitudes toward aging, mental illness, and family roles.

3   The influence of aging on family dynamics.

4   The diversity of elders' attitudes toward the acceptance of help.

5   The diversity of successful adaptations to life transitions of aging.

6   The availability of resources and resource systems for the elderly and their families.

7   Theoretical models of biological and social aging.

8   The relation of diversity to variations in the aging process (e.g., gender, race, culture, economic status, ethnicity, and sexual orientation).

9   Wellness and prevention concepts for older persons.

10   The effect of generational experiences (e.g., the Depression, WWII, Vietnam War) on the values of older adults.

11   Love, intimacy, and sexuality among older persons.

12   The impact of aging policy and services on minority group members.

13   The impact of aging policy and services on women.

14   The impact of policies, regulations, and programs on direct practice with older adults.

15   Managed care policies concerning older persons and adults with disabilities.

16   Policies, regulations, and programs for older adults in health, mental health, and long-term care.

17   Basic pharmacology and the interaction of medications affecting the elderly. Skill Competencies

18   Use social work case management skills (such as brokering, advocacy, monitoring, and discharge planning) to link elders and their families to resources and services.

19   Gather information regarding social history such as social functioning, primary and secondary social supports, social activity level, social skills, financial status, cultural background, and social involvement.

20   Collaborate with other health, mental health, and allied health professionals in delivering services to older adults.

21   Engage family caregivers in maintaining their own mental and physical health.

22   Assist individuals and families in recognizing and dealing with issues of grief, loss, and mourning.

23   Assist families that are in crisis situations regarding older adult family members.

24   Recognize and identify family, agency, community, and societal factors that contribute to and support the greatest possible independence of the older client.

25   Enhance the coping capacities of older persons.

26   Incorporate knowledge of elder abuse (physical, sexual, emotional, and financial) in conducting assessments and intervention with clients and their families.

27   Assess psychosocial factors that have an effect on the physical health of older persons.

28   Use empathetic and caring interventions such as reminiscence or life review, support groups, and bereavement counseling.

29   Demonstrate awareness of sensory language and cognitive limitations of clients when interviewing older adults.

30   Gather information regarding mental status, history of any past or current psychopathology, life satisfaction, coping abilities, affect, and spirituality.

31   Develop service plans that incorporate appropriate living arrangements and psychosocial supports for older persons.

32   Assist older persons with transitions to and from institutional settings.

33   Develop service plans that include intergenerational approaches to the needs and strengths of older persons, their families, or significant others.

34   Gather information regarding physical status such as: disabilities, chronic or acute illness, nutrition status, sensory impairment, medications, mobility, and activities of daily living (ADLs) and independent activities of daily living (IADLs).

35   Provide information to family caregivers to assist them in caregiving roles, such as information about the stages and behaviors of Alzheimer's disease and other dementias.

36   Conduct a comprehensive biopsychosocial assessment of an older person.

37   Set realistic and measurable objectives based on functional status, life goals, symptom management, and financial and social supports of older adults and their families.

38   Reevaluate service or care plans for older adults on a continuing basis, incorporating physical, social and cognitive changes and adjusting plans as needed.

39   Assess and intervene with alcohol and substance abuse problems in older adults.

40   Assess organizational effectiveness in meeting needs of older adults and their caregivers.

41   Conduct long-term care planning with older persons and their families to address financial, legal, housing, medical, and social needs.

42   Identify mental disorders and mental health needs in older adults.

43   Demonstrate knowledge and ability to use relevant diagnostic classifications such as the DSM-IV for use with older persons.

44   Identify legal issues for older adults, including advanced directives, living wills, powers-of-attorney, wills, guardianship, and Do-Not-Resuscitate (DNR) orders.

45   Adapt psychoeducational approaches to work with older adults.

46   Assess short-term memory, coping history, changes in socialization patterns, behavior, and appropriateness of mood and affect in relation to life-events of those who are aging.

47   Adapt assessment protocols and intervention techniques so that they are appropriate for older, vulnerable adults.

48   Assess for dementia, delirium, and depression in older adults.

49   Conduct clinical interventions for mental health and cognitive impairment issues in older adults.

Professional Practice Competencies

50   Assess one's own values and biases regarding aging, death, and dying.

51   Educate self to dispel the major myths about aging.

52   Accept, respect, and recognize the right and need of older adults to make their own choices and decisions about their lives within the context of the law and safety concerns.

53   Respect and address cultural, spiritual, and ethnic needs and beliefs of older adults and family members.

54   Identify ethical and professional boundary issues that commonly arise in work with older adults and their caregivers, such as client self-determination, end-of-life decisions, family conflicts, and guardianship.

55   Evaluate safety issues and degree of risk for self and older clients.

56   Apply knowledge of outreach techniques with older adults and their families.

57   Ensure clarity of social work roles in providing services to older clients, their caregivers, other professionals, and the community.

58   Engage and work with older adults of varying stages of functional need within the home, community-based settings, and institutions.

59   Advocate for the employment and retention of professionally educated social workers in the aging network and service delivery system.

60   Keep informed of changes in theory, research, policy, and practice in social work services to older persons.

61   Educate the public, other agencies and professional staffs on the needs and issues of a growing aging population.

62   Engage and mediate with angry, hostile, and resistant older adults and family members.

63   Develop strategies to address age discrimination in relation to health, housing, employment, and transportation.

64   Creatively use organizational policy, procedures, and resources to facilitate and maximize the provision of services to older adults and their family caregivers.

65   Develop strategies to address service fragmentation and barriers within the aging services delivery system.

[i] Rosen, A., Zlotnik, J., Curl, A., & Green, R. (2000). The *CSWE/SAGE-SW National Aging Competencies Survey Report*. Council on Social Work Education, Alexandria, VA.

Geriatric Social Work Competency Scale
Developed by the Hartford Practicum Partnership Program
and revised/adopted by the CSWE Gero-Ed Center
To Be Used For Rating Student Competency Attainment

The following is a listing of <u>skills</u> recognized by gerontological social workers as important to social workers effectively working with and on behalf of older adults and their families. Completion of this scale requires careful self-assessment and recognition that few practitioners would receive the rating of 4 for all skills. This scale can capture self-assessment of scale development across the learning continuum, from BSW, to MSW and post-MSW.

Please use the scale below to thoughtfully rate your current skill:

0 = Not skilled at all (I have no experience with this skill)

1 = Beginning skill (I have to consciously work at this skill)

2 = Moderate skill (This skill is becoming more integrated in my practice)

3 = Advanced skill (This skill is done with confidence and is an integral part of my practice)

4 = Expert skill (I complete this skill with sufficient mastery to teach others)

Please note that field supervisors could also use this scale to assess students' competencies.

0	1	2	3	4
Not skilled at all	Beginning skill	Moderate skill	Advanced skill	Expert skill

Please add any comments and/ or suggestions regarding the skills in each section.

I. VALUES, ETHICS, AND THEORETICAL PERSPECTIVES Knowledge and value base, which is applied through skills/competencies.	Skill Level (0-4)
1. Assess and address values and biases regarding aging.	
2. Respect and promote older adult clients' right to dignity and selfdetermination.	
3. Apply ethical principles to decisions on behalf of all older clients with special attention to those who have limited decisional capacity.	
4. Respect diversity among older adult clients, families, and professionals (e.g., class, race, ethnicity, gender, and sexual orientation).	
5. Address the cultural, spiritual, and ethnic values and beliefs of older adults and families.	
6. Relate concepts and theories of aging to social work practice (e.g., cohorts, normal aging, and life course perspective).	

7. Relate social work perspectives and related theories to practice with older adults (e.g., person-in environment, social justice).	
8. Identify issues related to losses, changes, and transitions over their life cycle in designing interventions.	
9. Support persons and families dealing with end-of-life issues related to dying, death, and bereavement.	
10. Understand the perspective and values of social work in relation to working effectively with other disciplines in geriatric interdisciplinary practice.	

Comments

II. ASSESSMENT	**Skill Level (0-4)**
1. Use empathy and sensitive interviewing skills to engage older clients in identifying their strengths and problems.	
2. Adapt interviewing methods to potential sensory, language, and cognitive limitations of the older adult.	
3. Conduct a comprehensive geriatric assessment (bio-psychosocial evaluation).	
4. Ascertain health status and assess physical functioning (e.g., ADLs and IADLs) of older clients.	
5. Assess cognitive functioning and mental health status of older clients (e.g., depression, dementia).	
6. Assess social functioning (e.g., social skills, social activity level) and social support of older clients.	
7. Assess caregivers' needs and level of stress.	
8. Administer and interpret standardized assessment and diagnostic tools that are appropriate for use with older adults (e.g., depression scale, Mini-Mental Status Exam).	
9. Develop clear, timely, and appropriate service plans with measurable objectives for older adults.	
10. Reevaluate and adjust service plans for older adults on a continuing basis.	

Comments

III. INTERVENTION	Skill Level (0-4)
1. Establish rapport and maintain an effective working relationship with older adults and family members.	
2. Enhance the coping capacities and mental health of older persons through a variety of therapy modalities (e.g., supportive, psychodynamic).	
3. Utilize group interventions with older adults and their families (e.g., bereavement groups, reminiscence groups).	
4. Mediate situations with angry or hostile older adults and/or family members.	
5. Assist caregivers to reduce their stress levels and maintain their own mental and physical health.	
6. Provide social work case management to link elders and their families to resources and services.	
7. Use educational strategies to provide older persons and their families with information related to wellness and disease management (e.g., Alzheimer's disease, end of life care).	
8. Apply skills in termination in work with older adults and their families.	
9. Advocate on behalf of clients with agencies and other professionals to help elders obtain quality services.	
10. Adhere to laws and public policies related to older adults (e.g., elder abuse reporting, legal guardianship, advance directives).	

Comments

IV. AGING SERVICES, PROGRAMS, AND POLICIES	Skill Level (0-4)
1. Provide outreach to older adults and their families to ensure appropriate use of the service continuum.	
2. Adapt organizational policies, procedures, and resources to facilitate the provision of services to diverse older adults and their family caregivers.	
3. Identify and develop strategies to address service gaps, fragmentation, discrimination, and barriers that impact older persons.	
4. Include older adults in planning and designing programs.	
5. Develop program budgets that take into account diverse sources of financial support for the older population.	

6. Evaluate the effectiveness of practice and programs in achieving intended outcomes for older adults.	
7. Apply evaluation and research findings to improve practice and program outcomes.	
8. Advocate and organize with the service providers, community organizations, policy makers, and the public to meet the needs and issues of a growing aging population.	
9. Identify the availability of resources and resource systems for older adults and their families.	
10. Assess and address any negative impacts of social and health care policies on practice with historically disadvantaged populations.	

Comments

Common Outcome Measures

I. **Please indicate below the method(s) used to collect your program's data (click the box next to the appropriate description; check as many as apply):**

❑ Faculty Interviews/Focus Groups/Surveys

❑ Student Interviews/Focus Groups/Surveys

❑ Syllabi Audit

❑ Other (please describe below):

II. **For each question, click the box below the response that most accurately describes the status of your social work program** *prior to implementing curriculum change:*

Note for joint BSW/MSW programs: combine data for both programs.

1. Student exposure to gerontological content in **HBSE foundation courses** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

   #1 Comments (optional):

2. Student exposure to gerontological content in **policy foundation courses** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

   #2 Comments (optional):

3. Student exposure to gerontological content in **research foundation courses** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

   #3 Comments (optional):

4. Student exposure to gerontological content in **practice foundation courses** (across micro, meso, and macro) is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#4 Comments (optional):

For each question, click the box below the response that most accurately describes the status of your social work program *prior to implementing curriculum change:*

5. Student exposure to gerontological content in **diversity/social justice foundation courses** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#5 Comments (optional):

6. Student exposure to gerontological content in **other required courses** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#6 Comments (optional):

7. Student exposure to gerontological content in **electives** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#7 Comments (optional):

8. Student exposure to gerontological content in **fieldwork/practicum placements** is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

#8 Comments (optional):

9. Student exposure to gerontological content in **non-practicum, community-volunteer, or service-learning experiences** *outside the classroom* is (see Q #13 for volunteer/service-learning in conjunction with a foundation course):

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

#9 Comments (optional):

III. **For each question, mouse-click the box below the response that most accurately describes the status of your social work program** *prior to implementing curriculum change.* **Within your social work department/program's foundation courses only:**

10. Student exposure to gerontological content in **foundation course assignments** overall is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

#10 Comments (optional):

11. Student exposure to gerontological content in **foundation course** *readings* overall is:

Minimal (< 5%)		Moderate (25%)		Substantial (50% or more)	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

#11 Comments (optional):

12. Student exposure to gerontological content in **foundation course** *class discussions* **overall** is:

Minimal	Moderate	Substantial
(< 5%)	(25%)	(50% or more)

1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#12 Comments (optional):

13. Student exposure to gerontological content in **non-practicum, community-volunteer or service-learning experiences** *in conjunction with a foundation course is:*

Minimal	Moderate	Substantial
(< 5%)	(25%)	(50% or more)

1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#13 Comments (optional):

IV. **Check the response most accurately reflecting information regarding your graduating students** *prior to implementing curriculum change.*

NOTE: BSW-only programs answer 14 & 15; skip 16 & 17
MSW-only programs answer 16 & 17; skip 14 & 15
Joint BSW/MSW programs answer all

14. **BSW graduates' competency/preparedness** to work with older adults is:

Minimal	Moderate	Substantial

1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#14 Comments (optional):

15. **BSW graduates' interest** in working with older adults is:

Minimal	Moderate	Substantial

1	2	3	4	5	N/A
❏	❏	❏	❏	❏	❏

#15 Comments (optional):

16. **MSW graduates' competency/preparedness** to work with older adults is:

Minimal		Moderate		Substantial	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

#16 Comments (optional):

17. **MSW graduates' interest** in working with older adults is:

Minimal		Moderate		Substantial	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

#17 Comments (optional):

V. **Please provide quantitative data for the following questions. Leave the BSW or MSW boxes blank if they do not apply to your program.**

Please Note: Provide an unduplicated course count – do not include course sections.	Number of foundation courses in social work program		Number of foundation courses *including gerontological content*		Percentage of total *(# courses w/gero content divided by total #)*	
18. **Number of foundation courses including gerontological content** *prior to curriculum change implementation.*	BSW	MSW	BSW	MSW	BSW %	MSW %

#18 Comments (optional):

Please Note: *Provide an unduplicated count–do not count individual faculty members more than once.*	**Number of faculty in social work program**		**Number of faculty** *participating in gero training/ development*		**Percentage of total** *(# participating faculty divided by total #)*	
19. Faculty participating in gerontological content training/faculty development *prior to curriculum change implementation.*	Full-time	Part-time	Full-time	Part-time	Full-time %	Part-time %

#19 Comments (optional):

Please Note: *Provide an unduplicated count–do not count individual faculty members more than once.*	**Number of faculty teaching foundation courses**		**Number of foundation faculty who have made/implemented structural gerontological changes to syllabi**		**Percentage of total** *(# faculty who made changes divided by total #)*	
20. Foundation faculty making/implementing structural gero changes to syllabi prior to curriculum change implementation.	Full-time	Part-time	Full-time	Part-time	Full-time %	Part-time %

#20 Comments (optional):

Please Note: *Provide an unduplicated count–do not count individual faculty members more than once.*	**Number of faculty teaching foundation courses** *(same number as Q. 20)*		**Number of foundation faculty** *who have "gero-modified" their classroom teaching*		**Percentage of total** *(# faculty who modified teaching divided by total #)*	
21. Foundation faculty who have "gero-modified" their classroom teaching prior to curriculum change implementation.	Full-time	Part-time	Full-time	Part-time	Full-time %	Part-time %

#21 Comments (optional):

September 30, 2006

Dear Project Directors,

Enclosed please find a "Press Kit" for your use in presentations and for conference/workshop flyers and other public materials produced in association with your Geriatric Enrichment in Social Work Education project (GeroRich). As one of five initiatives in the larger John A. Hartford Foundation Geriatric Social Work Initiative (GSWI), the overall GeroRich program has been assigned a color scheme (purple as the common color among the five GSWI programs, and green for our specific GeroRich program). You will see these colors, with the Hartford and GSWI logos, represented in the press kit, on our new website and on all future GeroRich publications.

Expectations of You

Here is what the Hartford Foundation and the GeroRich office expect of your individual projects in regards to publicity:

Required

- Include Hartford and GSWI logos on all future public materials produced via your GeroRich project (web sites, handouts, flyers, presentations, etc.).
- Include a statement similar to "This workshop/conference/etc. is sponsored by the [your school's name] Geriatric Enrichment Project, with funding from the John A. Hartford Foundation."

Optional

- Include the color scheme in your PowerPoint presentations, on your website, and in other publications.

Press Kit Contents

Information is provided in various formats as a hardcopy and on the floppy disk in the inside pocket:

1. Logo Formats – Pictures of the various Hartford and GSWI logos with directions for use.
2. Geriatric Enrichment Program Color Pallet – These are the codes that your printer/graphics staff will need to use to attain the correct color scheme for your publicity materials.
3. Sample Press Release – An example for you to modify to fit your unique project.
4. GeroRich Project Brochure – Overview of the project with geographical locations and listing of 67 funded projects. You may print additional copies for your own use via the file on the floppy disk.

PowerPoint presentation slide format – Open the presentation on the floppy disk and use this as a background for any PowerPoint presentations, if you like.

Hopefully this information will provide you the means to produce professional publicity materials in accordance with the John A. Hartford Foundation's wishes. Let us know if you have any questions.

Sincerely,

Suzanne St Peter
Project Director

GERIATRIC SOCIAL WORK INITIATIVE

Sample Press Releases

The two sample press releases below provide you with a short and a long version to work with when creating your own press releases. They are in standard press release format. Feel free to adapt them and combine information across the two to fit your needs according to the media outlet you are approaching.

(School name) Part of Nationwide Effort to Train Social Workers as Effective Advocates for Older Adults

FOR IMMEDIATE RELEASE   CONTACT:
                                         (phone)

The (local institution and department) is one of 67 outstanding social work education programs selected for a second year of funding by the John A. Hartford Foundation Geriatric Enrichment in Social Work Education Project. The aim of the Geriatric Enrichment Project is to prepare aging-savvy social workers to improve the care and well being of older adults and their families, via sustainable social work education program curricular and organizational changes.

In their practice roles, over 60% of social workers interact with older adults and their families. Yet the majority of social workers lack the knowledge, skills, and values for effective practice with our society's growing population of older adults. The Hartford Foundation has committed just under $23 million nationwide to address this critical workforce need and to improve the health and quality of lives of older adults and their families.

The (local institution) program, which has already received planning funds, will receive $60,000 (adjust for local amount) for this two-year project. The focus of the second year is on the implementation and evaluation of changes undertaken to embed geriatric content in social work courses and other learning experiences.

The national Geriatric Enrichment Project is fiscally administered through the Council on Social Work Education and functionally administered through the University of Washington School of Social Work in Seattle, WA.

<div align="center">**********</div>

For more information:
(SCHOOL NAME, PROGRAM NAME, CONTACT INFO)

<div align="center">—#—</div>

(School name) Part of Nationwide Effort to Train Social Workers as Effective Advocates for Older Adults

FOR IMMEDIATE RELEASE   CONTACT:
                                         (phone)

As our nation's population ages rapidly in the next three decades, social work education programs must prepare students to be aging-savvy social workers, able to improve the care and well-being of an increasing number of older adults and their families. The common image of the social worker as hardworking, dedicated child-welfare advocate embodied by Maxine, Tyne Daly's character in the TV show "Judging Amy," no longer suffices as a portrayal of what our society needs from its well-trained social workers. The (School Name) is one of 67 institutions nationwide participating in a project focused on changing the shape of social work education at all levels, with the goal of preparing social work graduates to be just as effective as advocates and resources for the older citizens of our communities as they are for our children.

This exciting new effort, called the Geriatric Enrichment in Social Work Education Program, is administered through the Council on Social Work Education and the University of Washington, Seattle, and is supported by the John A. Hartford Foundation, which has committed just under $23 million nationwide for its Geriatric Social Work Initiative. The overall program's primary mission is to ensure the pervasiveness of gerontological learning experiences and sustainability of curricular changes in each of 67 funded projects. The (local institution) program, which has already received planning funds, will receive $60,000 (adjust for local amount) for this two-year project.

Now entering the second year of this three-year project focused on improving social work education in geriatric issues, the (SCHOOL NAME) first spent a year planning changes to the curriculum and is now implementing these changes through developing a wide range of aging-focused, student learning experiences with the goal of achieving a sustainable aging-rich curriculum. During a third year, the program administrators and all the schools will focus on dissemination of the knowledge gained during the process and evaluation of outcomes so that

other schools around the country can use what has been learned to make similar improvements to their curriculum.

BACKGROUND

The Growing Need for Aging-Savvy Social Workers

The number of older persons, particularly the oldest old (85+), is growing, and they need assistance to remain active and independent. Older adults, when they need help, receive it mainly from their families or a combination of family care and an assortment of community-based health and social services. Therefore, coordinating care with older adults, their families, and complex service networks is crucial.

Aging-savvy social workers serve as "navigators" and "expediters," enabling older adults and families to understand and choose among the bewildering array of available health and social services. They empower older adults and families to find the care they need. They also facilitate family support, provide counseling and direct services, and coordinate care delivered through professional systems.

A Multi-Faceted Initiative

The Geriatric Social Work Initiative, supported by the John A. Hartford Foundation, collaborates with social work education programs to prepare social workers with the skills needed to improve the care and well being of older adults and their families. The Social Work Education Program is one element of this broad initiative with programs focused cultivating faculty leaders in gerontological education and research, developing excellent training opportunities in real-world practicum settings, and creating new gerontological curricula and other teaching tools.

****

For more information:
(SCHOOL NAME, PROGRAM NAME, CONTACT INFO)

—#—

Geriatric Enrichment in Social Work Education
Final Report

Common Measures Framework

INSTRUCTIONS

- When you save your document, name the file as in these examples (substituting your institution name):
  U-WA-final-msrs.doc; CSU-LA-final-msrs.doc;
  Mich-State-final-msrs.doc; Col-Mt-St-Joseph-final-msrs.doc; etc.

- Use the "TAB" key to move among the gray boxes.

- Mouse-click on a box in the Likert scale sections to place an X in that box. Click on the box again to delete the X.

- The fields (gray boxes) in the description and comments sections will expand as you enter text.

I. For each question, mouse-click the box below the response that most accurately describes your project's activity in the curriculum areas listed below:

1. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **HBSE foundation courses** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

2. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **policy foundation courses** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

3. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **research foundation courses** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

4. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **practice foundation courses** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

5. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **diversity/social justice foundation courses** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

6. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **other required courses** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

7. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **electives** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

8. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **fieldwork/practicum placements** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

9. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **non-practicum, community-volunteer, or service-learning experiences** *outside the classroom* has (see Q #13 for volunteer/service-learning in conjunction with a foundation course):

II. Within your social work department/program's foundation courses only:

10. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **foundation course** *assignments* **overall** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

11. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **foundation course** *readings* **overall** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

12. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **foundation course** *class discussions* **overall** has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

13. Since the beginning of GeroRich (1/1/01), student exposure to geriatric content in **non-practicum, community-volunteer or service-learning experiences** *in conjunction with a foundation course* has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

III. **Circle the response most accurately reflecting information regarding your graduating students.**

    NOTE: BSW-only programs answer 14 & 15, skip 16 & 17
              MSW-only programs answer 16 & 17, skip 14 & 15

14. Since the beginning of GeroRich (1/1/01), **BSW graduates' competency/preparedness** to work with older adults has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

15. Since the beginning of GeroRich (1/1/01), **BSW graduates' interest** in working with older adults has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

16. Since the beginning of GeroRich (1/1/01), **MSW graduates' competency/preparedness** to work with older adults has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

17. Since the beginning of GeroRich (1/1/01), **MSW graduates' interest** in working with older adults has:

Not Increased		Moderately Increased		Greatly Increased	
1	2	3	4	5	N/A
❑	❑	❑	❑	❑	❑

Please briefly describe the reasons for your rating (to input, click in box below):

IV. Please provide quantitative data for the following questions. Discuss/clarify your data in the comments sections as applicable:

Please Note: Provide an unduplicated course count – do not include course sections.	Total Number of Foundation Courses		Number of Courses Enriched with Geriatric Content		Percentage of Total *(# courses enriched divided by total #)*	
	BSW	MSW	BSW	MSW	BSW	MSW
18. Number of foundation courses including geriatric content.					%	%
a) prior to start of project (1/1/01)					%	%
b) by end of year 3 (6/30/04)					%	%
c) change from a to b *(b minus a)*					%	%

Comments regarding Q #18, foundation course infusion:

Please note: Provide an unduplicated count; do not count individual faculty members more than once.	Total Number of Faculty		Number of Faculty Participating in Training/ Development		Percentage of Total *(# participating faculty divided by total #)*	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
19. Faculty participating in geriatric content training/ faculty development:					%	%
a) prior to start of project (1/1/01)					%	%
b) by end of year 3 (6/30/04)					%	%
c) change from a to b *(b minus a)*					%	%

Comments regarding Q #19, faculty training/development:

Please note: Provide an unduplicated count; do not count individual faculty members more than once.	Total Number of Faculty Teaching Foundation Courses		Number of Faculty who have made or implemented structural changes to syllabi		Percentage of Total *(# faculty who made changes divided by total #)*	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
20. Foundation Faculty making or implementing structural changes to their syllabi:					%	%
a) prior to start of project (1/1/01)					%	%
b) by end of year 3 (6/30/04)					%	%
c) change from a to b *(b minus a)*					%	%

Comments regarding Q #20, faculty syllabi changes:

Please note: Provide an unduplicated count; do not count individual faculty members more than once.	Total Number of Faculty Teaching Foundation Courses		Number of Faculty who have modified their classroom teaching		Percentage of Total *(# faculty who modified teaching divided by total #)*	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
21. Foundation Faculty who have modified their classroom teaching					%	%
a) prior to start of project (1/1/01)					%	%
b) by end of year 3 (6/30/04)					%	%
c) change from a to b *(b minus a)*					%	%

Comments regarding Q #21, faculty classroom teaching changes:

Geriatric Enrichment in Social Work Education Final Report
Project Specific Measures, Institutional Modifications, and External Funding

INSTRUCTIONS

- When you save your document, name the file as in these examples (substituting your institution name):
  U-WA-final-projspec.doc; CSU-LA-final-projspec.doc;
  Mich-State-final-projspec.doc; Col-Mt-St-Joseph-final-projspec.doc; etc.
- Use the "TAB" key to move among the gray boxes.
- Mouse-click on a box in the checklist section to place an X in that box. Click again to delete the X.
- The fields (gray boxes) in the description and comments sections will expand as you enter text.

Project Specific Measures

To make reporting as user-friendly as possible, we have provided a checklist of possible measures/ instruments that you used. After you complete the checklist, you will be asked to provide the data that you have gathered related to each of your project specific measures.

1. Please check the boxes next to the instrument(s)/measure(s) used to collect outcomes data during your GeroRich Project:
   Describe project-modified/created instruments on appropriate "other" lines.
   CHECK ALL THAT APPLY

   Student Instruments/Measures
   - ❑ CSWE SAGE-SW Aging Competencies (standard or modified)
   - ❑ PPP/NYAM Social Work with Aging Skill Competencies (standard or modified)
   - ❑ Other aging *skills* competencies –
     Name/Description:
   - ❑ Palmore Facts on Aging Quiz (standard or modified)
   - ❑ Other aging *knowledge* competencies –
     Name/Description:
   - ❑ Aging *attitudes* measure
     Name/Description:
   - ❑ Satisfaction with preparation for working with older adults
   - ❑ Interest in aging career
   - ❑ Student participation in aging-related courses outside the foundation
   - ❑ Number of aging-related courses outside the foundation
   - ❑ Other student-related measure(s)
     Name/Description:
     Name/Description:
     Name/Description:

Faculty Instruments/Measures

- ❏ CSWE SAGE-SW Aging Competencies (standard or modified)
- ❏ PPP/NYAM Social Work with Aging Skill Competencies (standard or modified)
- ❏ Other aging *skills* competencies –
  Name/Description:
- ❏ Palmore Facts on Aging Quiz (standard or modified)
- ❏ Other aging *knowledge* competencies –
  Name/Description:
- ❏ Aging *attitudes* measure
  Name/Description:
- ❏ Faculty commitment to sustain the infusion of aging content in courses
- ❏ Faculty awareness/recognition of ageism/age-based attitudes
- ❏ Collaboration between gerontological faculty and those from other substantive areas
- ❏ Faculty participation in GeroRich activities (workshops, conferences, website development, module/case study development, etc.)
- ❏ Faculty presentations on aging issues at national or regional conferences
- ❏ Other faculty measure(s)
  Name/Description:
  Name/Description:
  Name/Description:

Field/Practicum-Related Instruments/Measures

- ❏ Number of students in aging-related field placements
- ❏ Number of aging-related field placement opportunities (e.g., agencies)
- ❏ Number of non-aging field placement agencies which provide opportunities to work with older adults (e.g., grandparents in a child welfare setting)
- ❏ Aging-related training/orientation for field instructors
- ❏ Field instructors available to supervise students in aging-related placements
- ❏ Other field/practicum related measure(s)
  Name/Description:
  Name/Description:
  Name/Description:

Community Involvement Instruments/Measures

- ❑ Greater attention to aging issues within local/statewide/regional social work associations (NASW, Deans/Directors organizations, social work consortia, etc.)
- ❑ Increase in academic-community involvement/collaboration on agingrelated issues
- ❑ Other community involvement measure(s)
  Name/Description:
  Name/Description:
  Name/Description:

2. For each measure selected in #1, please provide updated outcomes data for your instruments and measures for the 3-year grant. *In this instance, we want the outcomes data you have collected, not your instruments per se.* Data might include results from pre- and post-tests on competencies or attitudes; increases in student and faculty participation in aging-related activities; number of faculty presentations on aging at conferences; number of students in aging-based field placements; number of field placements that have included opportunities to work with older adults, etc. *We ask that you focus on quantitative/qualitative assessments of measures rather than narrative description of activities.*

✔ Insert data in the box below OR attach a separate file, whichever is easiest for you.

✔ Be sure to include your institution name in the file name of any attachments.

✔ Provide numerical and percentage data for quantitative reporting, for example:

> Total Students = 130
> Students Participating pre-GeroRich = 15 (12%)
> Students Participating end-of-GeroRich = 60 (46%)
> Percentage Change = 34% increase *(46% minus 12%)*

Institutional Modifications Checklist

Please mouse-click the check boxes next to all applicable *sustainable, permanent, aging-related institutional modifications, existing now AND continuing into the foreseeable future*, as a result of your GeroRich Project efforts. If the following selections do not sufficiently portray your institutional and sustainable changes, please include a description of any other institutional modifications in the gray box below the checklist. Consider the overall impact of GeroRich on your program: What is the legacy left by GeroRich?

- ❑ Revisions of student recruitment or admissions materials to include aging
- ❑ Modifications to course catalogues to include aging
- ❑ Revisions of school/department/ program mission statement to include aging
- ❑ Newly offered, or revised, aging-related elective course offerings

- ❏ Curriculum Committee's, or other curricular body's, approval of changes to course objectives/requirements to reflect aging content
- ❏ Modifications to new student orientation to include aging
- ❏ Modifications to new field instructor orientation to include aging
- ❏ Modifications to new faculty orientation to include aging
- ❏ Increase in library holdings related to aging (journals, books, etc.)
- ❏ Increase in media/films/videos related to aging
- ❏ Continued involvement of GeroRich Project Advisory Board/Steering Committee/etc. after the end of the grant, 6/30/04
- ❏ Additional gerontology faculty hired
- ❏ On-going structured time set aside for gero updates in faculty meetings
- ❏ Dean's/Director's provision of additional resources for aging-related activities or materials
- ❏ Permanent school/department/ institution-wide workshops, conferences, career days, etc., that include aging

Description of other institutional modifications:

External Funding & Resources Update

List and describe any external (i.e., outside of your institution) funding and/or other resources obtained as additional contributions to your curriculum change efforts and leveraged via the Hartford funding, **since submission of your Year 3 Interim Progress Report:**

External Funder: Amount: Description of Use of Funds:
External Funder: Amount: Description of Use of Funds:
External Funder: Amount: Description of Use of Funds:
External Resource Contributor: Type of Resource Provided: Description of Use of Resource:
External Resource Contributor: Type of Resource Provided: Description of Use of Resource:
External Resource Contributor: Type of Resource Provided: Description of Use of Resource:

Geriatric Enrichment in Social Work Education
Final Report
Course Content Reporting Framework

INSTRUCTIONS

When you save your document, name the file as in these examples (substituting your institution name):
U-WA-final-content.doc; CSU-LA-final-content.doc; Mich-State-final-content.doc; Col-Mt-St-Joseph-final-content.doc; etc.

Please create a separate document in table format (see Example, pg 2) listing:

1. Course title,

2. Knowledge/skills/values, and

3. Resources/materials/methods

for all courses and field practicum settings infused with aging content since the beginning of the GeroRich grant (1/1/01), *which have NOT already been reported to us in your End of Year 2 Progress Report.*

Please include this information for the following types of courses:

■ Courses modified during the first, planning year, if not already submitted,

■ Courses modified after submission of your Year 2 Final Progress Report (e.g., courses listed in your Year 3 Interim Report), and

■ Any additional courses modified during the last four months of Year 3 (since submission of your Year 3 Interim Report).

Please use the following categories to label Resources/Materials and Methods:

Resources/Materials **Methods**

Readings*   Discussion
Films**   Lectures
Modules   Role-plays
Guest Speakers   Exercises
                         Assignments:
* **Please provide full citations in**   Written
   current APA format for all readings. Interviews
** **Please provide production company,** Projects/Presentations
   length of film, and purchasing info. Case Studies
                         Community Projects

EXAMPLE:

Foundation or BSW Generalist Courses	Knowledge/Skills/Values Content Identified for Each Course	Resources/Materials/Methods Used
Research	Understand ethical considerations in research, including issues relating to competency for older adults	Readings: Erwin, E., Gendin, S., & Kleiman, L. (Eds.) (1994). *Ethical issues in scientific research. An anthology.* New York: Garland. Foster, L. W. (1997). Bioethical Issues, In *Encyclopedia of Social Work.* Silver Springs, MD: NASW Press. Lecture and Discussion: Ethics in research

	Recognize common cultural expectations, values/beliefs as potential biases, especially toward women and other populations at risk (including older adults) in designing/implementing evaluative research	Lecture: Ageism and impact on research In-Class Exercise: Analysis of value/beliefs
	Understand practice and program evaluation in the context of social work theories, models and frameworks and their integration for improving the responsiveness of social service organizations to client needs.	Written Assignment/Project Practice Evaluation Analysis – Students design and implement a single-subject design with a client system. The client may be selected from the student's field placement (assignment to allow for clients across the life span including older adults) In-Class Exercise: Presentation on single-subject design Readings: Bloom, M., Fischer, J., & Orme, J. (1999). *Evaluating practice: Guidelines for the accountable professional.* Boston: Allyn and Bacon.
	Conduct an assessment of the needs and strengths of older persons	Film: *Interviewing Older Adults* (Terra Nova Films, Inc., Chicago, IL, 1994)

Geriatric Enrichment in Social Work Education
Final Report
Lessons Learned and Materials

INSTRUCTIONS

- When you save your document, name the file as in these examples (substituting your institution name):
  U-WA-final-lssn.doc, CSU-LA-final-lssn.doc, Mich-State-final-lssn.doc, Col-Mt-St-Joseph-final-lssn.doc, etc.
- The field (gray box) in the Lessons Learned section will expand as you enter text.

I. Lessons Learned

Your GeroRich Project Lessons Learned have been a major contribution to the field by identifying what worked, what did not work, and why. Please refer to the Curriculum Change Reporting Framework submitted as your Year 2 Interim Progress Report, and review the Lessons Learned for each of your Goals. Looking back on your Lessons Learned, update your comments to incorporate your view of Lessons Learned at the end of Year 3. Include answers to the following questions in your discussion:

1. What did you attempt to do? Did it work? If not, what are some of the reasons for this?

2. What modifications, if any, did you make in your original plans? Why did you choose these modifications?

3. What new Lessons Learned have emerged over this past year?

Please insert your commentary on Lessons Learned in the gray box below:

II. Materials Submission

Submit all materials in electronic format, as attachments to an e-mail sent to gerorich@u.washington.edu. Paper copies will not be accepted. If a file's size is very large (e.g., graphics, extensive formatting), please call Elise at 206.543.4442 to discuss mailing it on a floppy disk. Thank you!

Please send the following materials developed in your GeroRich Project as attachments to gerorich@u.washington.edu (see blue box above for information regarding very large files):

1. *Syllabi:* Of which syllabi are you most proud? Which do you believe will most benefit the social work education community? Please provide *one syllabus from each curriculum area* listed below which represents a best model of infusion (submit **no more than** 5 syllabi):

HBSE	Policy
Practice	Diversity/Social Justice
Research	

2. *Project-developed case studies*

3. *Project-developed in-class exercises:* Created by your program, or significantly adapted from the CSWE SAGE-SW Toolkit; please do not include SAGE-SW Toolkit exercises if you did not modify them.

4. *Any other curriculum materials developed specifically for/from your GeroRich Project, which you believe will benefit the social work education community.*

Please note that we may ask some project directors for additional materials after review of final reports.

GeroRich Project Director Follow-Up Survey
Fall 2005

GeroRich Project Directors,

Welcome to the Fall 2005 GeroRich Project Director Follow-Up Survey.

This survey seeks your input regarding the GeroRich Project's pervasiveness and sustainability in your curriculum and program structure.

Please indicate your level of agreement with the following statements:
- Strongly agree
- Agree
- Neither Agree nor Disagree
- Disagree
- Strongly Disagree

1. Based on embedded curriculum changes and institutional modifications, the GeroRich Project overall has been sustained in my social work program.

   1a. Please support your choice with a short example/anecdote:
   _____

2. As a result of the GeroRich Project, all students graduating from my social work program are better prepared to work with older adults and their families.

   2a. Please support your choice with a short example/anecdote:
   _____

3. Our foundation instructors have adopted/implemented gerontological competencies (knowledge, values, and skills) for all students.

   If strongly agree/agree selected:

   3a. Please indicate the competencies used:
   　　SAGE-SW
   　　NYAM/PPP
   　　Other (please specify): _____

4. All students have opportunities to interact with at least one older adult in their foundation year.

   If strongly agree/agree selected:

4a. Please indicate the type of experiential opportunities.
         Practicum/Fieldwork
         Service Learning/Volunteer
         Interviews/Oral Histories
         In-class elder participants/speakers
         Other (please specify): _____

5. At this time, over a year since the GeroRich funding ended, our project continues in an unofficial capacity (e.g., a historically reticent faculty member just recently asked for aging-related resources for a foundation class; dean/director hired gero-expert/interested faculty; students created/asked for new gero-related activities, without your formal initiation/encouragement; etc.).

If strongly agree/agree selected:

5a. Please provide a short example/anecdote that indicates this continuation without funding: _____

Please indicate your level of agreement with the following statements:
- ■ Strongly agree
- ■ Agree
- ■ Neither Agree nor Disagree
- ■ Disagree
- ■ Strongly Disagree

6. Our dean/director/chair provides leadership and allocates administrative/operations support to help sustain the infusion of gerontological content in our foundation courses.

7. Gerontological content is embedded in each foundation course area as a whole, not just one lecture or reading (e.g., reflected in course objectives, assignments, in-class exercises, case studies).

8. Gerontological content reflects the diversity of the older population in terms of race/ethnicity, gender, sexual orientation, and functional ability.

9. Faculty members have access to current gero teaching materials that can be infused into foundation teaching areas (e.g., readings, assignments, modules, class exercises, case studies, media, and/or web-based instruction).

10. Gerontological social work is reflected in our programs' goals and objectives, printed and electronic recruitment materials, and course bulletins/catalogues, as well as in our program's library holdings.

11. Mechanisms exist for ongoing community partnerships and communication with gerontological practitioners (e.g., focus groups, advisory board, and gero training for foundation field/practicum instructors).

12. Marketing and fundraising plans are in place in our program to generate additional resources for sustainability of gero curricular changes.

13. Evaluations of gero curricular and organizational changes are ongoing and formalized (e.g., alumni survey, student course evaluations, and clear outcome measures, whether common or program-specific).

Thank you for your time in completing this valuable Follow-Up Survey. Once you exit the survey, you will be routed to the Gero-Ed Center website. Please take a few minutes to browse the site – especially the *Curriculum Resources* section – to see how far we've come!

Questions or comments? Please contact Suzanne: sstpeter@u.washington.edu, 206.543.7647.

GeroRich Project Director
Follow-Up Survey, Fall 2005
82% Response Rate (55/67)

Please indicate your level of agreement with the following statement:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	No Response
1. Based on embedded curriculum changes and institutional modifications, the GeroRich Project overall has been sustained in my social work program.	23 (42%)	28 (51%)	3 (5%)	0	1 (2%)	0
2. As a result of the GeroRich Project, all students graduating from my social work program are better prepared to work with older adults and their families.	20 (36%)	26 (47%)	6 (11%)	2 (4%)	1 (2%)	0
3. Our foundation instructors have adopted/ implemented gerontological competencies (knowledge, values, and skills) for all students.	13 (24%)	19 (35%)	13 (24%)	9 (16%)	0	1 (2%)
4. All students have opportunities to interact with at least one older adult in their foundation year.	13 (24%)	20 (36%)	14 (25%)	5 (9%)	1 (2%)	2 (4%)
5. Over a year since the end of GeroRich funding, our project continues unofficially (e.g., a resistant faculty member asked for aging-related resources for a foundation class; dean/director hired gero-expert/interested faculty; students created/ asked for new gerorelated activities, without your formal initiation/ encouragement; etc.).	26 (47%)	23 (42%)	3 (5%)	1 (2%)	0	2 (4%)

6. Our dean/director/chair allocates administrative/ operations support to help sustain the infusion of gerontological content in our foundation courses.	20 (36%)	19 (35%)	8 (15%)	2 (4%)	2 (4%)	4 (7%)
7. Gero content is embedded in each foundation course area as a whole, not just one lecture or reading (e.g., reflected in course objectives, assignments, in-class exercises, case studies).	10 (18%)	30 (55%)	9 (16%)	3 (5%)	0	3 (5%)
8. Gerontological content reflects the diversity of the older population in terms of race/ethnicity, gender, sexual orientation, and functional ability.	23 (42%)	27 (49%)	2 (4%)	0	0	3 (5%)
9. Faculty members have access to current gero teaching materials that can be infused into foundation teaching areas (e.g., readings, assignments, modules, class exercises, case studies, media, and/or web-based instruction).	26 (47%)	33 (42%)	3 (5%)	0	0	3 (5%)
10.Gerontological social work is reflected in our programs' goals and objectives, printed and electronic recruitment materials, and course bulletins/ catalogues as well as in our program's library holdings.	17 (31%)	24 (44%)	7 (13%)	4 (7%)	0	3 (5%)
11. Mechanisms exist for ongoing community partnerships and communication with gero practitioners (e.g., focus groups, advisory board, and gero training for foundation field/practicum instructors).	29 (53%)	14 (25%)	5 (9%)	4 (7%)	0	3 (5%)

12. Marketing and fundrais-ing plans are in place to generate additional resources for sustainability of gero curricular changes.	8 (15%)	11 (20%)	16 (29%)	15 (27%)	2 (4%)	3 (5%)
13. Evaluations of gero curricular and organizational changes are ongoing and formalized (e.g., alumni survey, student course evaluations, and clear outcome measures, whether common or program-specific).	8 (15%)	21 (38%)	12 (22%)	11 (20%)	0	3 (5%)

GeroRich Data Analysis Manuscripts
Based on Years 2 and 3 Progress Reports

Published or Accepted

Green, R., Dezendorf, P., Lyman, S. B., & Lyman, S. R. (2005). Infusing gerontological content into curricula: Effective change strategies. *Educational Gerontology*, 31(2), 103-121.

Hash, K., Gottlieb, J., Harper-Dorton, K., Crawley-Woods, G., Shelek-Furbee, K., Smith, J., et al. (in press). Transforming curricula: Infusing and sustaining aging content in social work education. *Gerontology and Geriatrics Education.*

Sidell, N. (in press). Aging-rich field practica in rural areas: Challenges and strategies. *Journal of Baccalaureate Social Work.*

Smith, L.A. & McCaslin, R. (in press). Teaching research and gerontology through partnership with an Area Agency on Aging. *Journal of Teaching in Social Work.*

Submitted

McCaslin, R., & Barnstable, C. (2006). *Increasing geriatric social work content through university-community partnerships.* Manuscript submitted for publication.

Sanders, S., Dorfman, L., & Ingram, J. (2006). *Curricular change through the Geriatric Enrichment Program: Similarities and differences among institutions.* Manuscript submitted for publication.

Sanders, S., Dorfman, L., & Ingram, J. (2006). *Geriatric Enrichment in Social Work Education: Lessons learned from 67 GeroRich projects.* Manuscript submitted for publication.

Wernet, S., & Singleton, J. (2006). *Institutionalization of curricular changes in schools of social work.* Manuscript submitted for publication.

Unpublished

Brandsen, C. (2006). *GeroRich data analysis: Project specific measures for BSW-only programs.* Unpublished manuscript.

Cohen, H., Murray, Y., Berg-Weger, M., Greene, R., & Tebb, S. (2005). *GeroRich program analysis: Faculty topics.* Unpublished manuscript.

Myers, D. (2006). *GeroRich data analysis: Project specific measures for MSW-only programs.* Unpublished manuscript.